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1897-98



CATALOGUE AND PROSPECTUS

OUTLINE STUDY QUESTION SYSTEM

...OF THE...

University of the Traveling Library.

GENERAL OFFICES | CHICAGO, ILL.
| DES MOINES, IOWA.

"The nearest thing to an idea is a question."—*Anon.*

"The nearest thing to the expression of an idea, is the answer to a question."—*Anth.*



INCORPORATED
UNDER THE LAWS

OF THE
STATE OF IOWA.

OFFICERS FOR 1897-98.

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Basic Principles

FIRST. Scholarships at a charge not exceeding \$81 for the full five years course.

SECOND.—Historic and Scientific Fiction the salient feature of each reading

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THE U. T. L.



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Five Years Course! One Thousand Volumes.

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WHAT IT IS.

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The University of the Traveling Library, an Incorporated Institution, issuing a regular Diploma, is the natural outgrowth and combination of three great ideas:—

FIRST, THE TRAVELING OR "CIRCUIT LIBRARY." A one thousand volume Library of standard books is divided into twenty sections of 50 volumes each. Each section is shipped to a different town and exchanged at the end of every three months. The books are mostly leather bound, and shipped in iron bound cabinets, the cost of the whole being about \$1.000; but as this amount is divided among twenty borrowing towns, the cost to each is small. Thus the true principle of co-operation is exemplified in a most practical manner, as at least a half thousand people directly contribute to the purchase of every volume.

SECOND, THE "QUARTERLY READING SYSTEM." The one thousand volumes or twenty sections, are divided into Forty Studies; twenty Histories, and as many Social and Science subjects. Thus during the five years, there is placed accessible to the various towns, a SERIES OF SYSTEMATIC READINGS, presenting in attractive form the knowledge of the world.

Vast experience in Library work, has taught that to engross the attention of the people at large, knowledge must be presented in an attractive form, "sugar coated" as it were, and thus instead of offering one thousand text books of the usual character, there is incorporated into each study, a series of Historic or Scientific Novels. In order to secure books of the above character practically every English Publishing House in the world has been drawn upon. In some instances the whole subject is covered by the Historic Fiction Series, as for instance the "War of 1812." but in most instances these works are simply the stepping stones to the more substantial, but still "popular" works.

THIRD, "OUTLINE STUDY QUESTION SYSTEM." The Authors and Directors of the various courses have prepared Forty Lists of Questions, based up on the books of the Readings, the answers to which will warrant an adequate, or at least fundamental knowledge of the various subjects. The object of these Questions is threefold. First, That any patron answering them satisfactory, may receive a Diploma at the end of the course; Second, That great specialists who are the directors of the various departments may designate for him the fundamental features of each subject, so that in his reading the patron may know what are the great events, and accordingly fix them in mind. Third, That those who neither take the Course nor use the Questions as a guide to their reading may be indirectly benefited, simply by examination of the Lists. The magnitude of this "indirect" benefit will be fully appreciated upon perusal of the "Municipality" or any other of the Social Science Study Lists.

Introduction to Outline Study Question System.

For the past decade there has been a growing demand among our patrons for an established Course of Reading, supplemented by a series of concise practical Questions, covering the salient features of each History and the underlying principles of the Sciences,—social, and political.

* * * *

Some five years ago we established the Reading Course, and now we offer its natural offspring, The Outline Study Question System.

* * * *

In consideration of the extensive field covered by our Course, and the fact that our students are largely those upon whom rests the burdensome cares of life,—those to whom reading must be a matter of recreation, as well as instruction, we have been convinced that the formulating of appropriate Study Questions, requires the best special talent of the age; hence instead of home preparation, we have called upon the Authors and Directors of our different Departments, that we might procure “a Faculty” of the world’s best specialists.

* * * *

To edit a paper so profound, that not even its author can grasp it, requires the work of a very ordinary man, but to edit that the world may comprehend and be blessed, is the work of a genius; and thus to proclaim for our readers in simplified form what is really the great event of a History, or the salient feature of a Problem,—to glean for us from the World of Details, that we may ever hold in mind the Mountain Peaks of Knowledge,—this is the object and veritable accomplishment of our Outline Study Question System.

* * * *

In consideration of the difficulty of our task, it is with pardonable pride that we submit this little pamphlet to our army of Seekers After Truth.

* * * *

AN HISTORIC ILLUSTRATION—How the Authors of the Study Questions of our various departments have been able to “exhaust” the studies, by the series of ten to twenty questions, is illustrated by those prepared by Dr. John Clark Ridpath. This great historian says,—

“Questions, the answers to which are essential to an adequate knowledge of the history of the United States.”

Who besides one who has spent his life in the study of a subject would assume to formulate so brief a list of questions, the answers to which would warrant an “adequate”—a fundamental knowledge of an almost inexhaustable study. The above is a simple illustration showing how our Study Directors have been able to place before us in condensed, simplified form, the fundamental features of the subjects, the answers to which—all contained in the books of the Readings,—will outline the knowledge of the world.

* * * *

How we are able to teach the World’s Histories by Fiction and Histories commonly called “light,” is shown by our “War of 1812” Reading and Study Questions.

* * * *

Mr. Tomlinson, who prepared for us these Lists, and who possibly has the best knowledge of the “War of 1812” of any living Author, writes us that there are none of the Fifteen Questions, which could not be answered by the reading of the “War of 1812” Historic Fiction Series, listed in our Catalogue; notwithstanding the Questions outline EVERY SALIENT FEATURE OF THE “WAR OF 1812.” Question “7” is answered entire, and others in part simply by “looking at the picture” appearing in the several volumes, and the reading of Catalogue descriptions.

* * * *

A SOCIAL SCIENCE ILLUSTRATION.—Will the reader kindly examine the Study Questions

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of Section III, "The Railway Problem." Can he then conceive of an American citizen who would not be enthused to at least a cursory examination of our books on the subject.

* * * *

Governor Larrabee is known over the broad land as the People's Railway Governor,—a man who has devoted the best years of his life to the study of this problem. Certainly everybody is interested in knowing what Governor Larrabee says they SHOULD know, concerning this question.

* * * *

But the Railway Problem is not the only one to be solved by the people of this generation. Equally vital to the welfare of society, and stability of our nation are the Mission Studies of Sections I and XX; The Woman Question of Section V; Money of Section VII; Race Problem of Section X; Labor and Capital of XIII; Temperance of XIV; The New Day, or Studies in Co-operative Socialism of Section XVII; and Political Problems under XVIII.

* * * *

THESE PROBLEMS MUST BE SETTLED, and they must be settled right. It is the duty of every citizen to understand them, and HIS PRIVILEGE NOW to learn the salient, underlying principles of each, so that where time will not permit an exhaustive study—"The Wayfaring Men, though fools, need not err therein."

Very truly,

H. Parmelee

Secretary University of the Traveling Library.

Chicago, Ill., January 1, 1898.



Courses of Study and Directors of Departments.

- Ancient History.** HERBERT L. STETSON, A. M., D. D., President Des Moines College, Professor Ancient and Medieval History, Vice-President Midland Chautauqua, President University of the Traveling Library.
- Foreign Missions.** JAMES T. KNOTTS, Assistant General Secretary Students' Volunteer Movement for Foreign Missions.
- Rome.** F. MARION CRAWFORD, author "The Saracenesca Series," "The Roman Singer," Etc.
- Evolution.** WM. T. ENGLISH, author "Evolution and the Immanent God,"
ROBERT C. AULD, F. Z. S. (London).
- England.** MARY PLATT PARMELEE, author "Evolution of England," Etc.
- Railway Problem.** HON. WM. LARRABEE, ex-Governor of Iowa, author "The Railway Problem."
- Ireland.** RT. REV. J. F. NUGENT, LL. D., Historian; Pastor church of the Visitation, Des Moines.
- Social Condition.** DR. GRAHAM TAYLOR, originator of the "Chicago Commons" Social Settlement.
- Scotland.** ROBERT C. AULD, of the editorial staff of the Encyclopedia Britannica Supplements.
- Woman Question.** FRANCES E. WILLARD, LL. D., President World's W. C. T. U.
CAROLINE A. HULING, of the Illinois Women's Press Association.
- France.** MONTGOMERY B. GIBBS, author "Military Career of Napoleon."
- Geology.** HORATIO P. PARMELEE, A. A. A. S., Former Instructor Geology, Bay View University.
- Spain.** EDWARD EVERETT HALE, author "Story of Spain," etc.
JAMES A. HARRISON, of the University of Virginia; author "History of Spain," etc.
- Money and Banking.** DR. FRANK L. McVEY, assistant Professor of Economics in the University of Minnesota.
- Germany.** MARY PLATT PARMELEE, author "Evolution of Germany," etc.
- Music.** DR. MILO L. BARTLETT, President Des Moines Musical College.
- Electricity.** BION J. ARNOLD, Originator Intramural Railway of, and Electrician for World's Columbian Exposition.
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- Race Question.** GEO. W. CABLE, author "The Negro Question," "Old Creole Days," etc.
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- Christian Endeavor.** JOHN WILLIS BAER, General Secretary United Society of Christian Endeavor.
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- Labor and Capital.** DR. GRAHAM TAYLOR, Professor of Sociology, Chicago Theological Seminary.
- War of 1812.** EVERETT T. TOMLINSON, author of the "War of 1812 Series," etc.
- Temperance.** DR. WM. HARGRAVES, author "Alcohol and Science," "Alcohol and Man," etc.
- Civil War.** MAJOR S. H. M. BYERS, author "The March to the Sea," "Iowa in War Times," Battle of Missionary Ridge of "Century War Book," etc.
- Our Country.** JOHN CLARK RIDPATH, editor of Arena Magazine; author "History of the U. S." etc.
EDWARD EVERETT HALE, author "Man Without a Country," etc.
- The Municipality.** HON. JOHN MAC VICAR, Mayor of Des Moines. President League of American Municipalities.
- World's Fair.** JOSEPH CUMMINGS, M. A., of the Chicago Bar; Attorney for World's Fair Commissioners.
- Political.** G. BURR SMITH, A. B., of the Chicago Bar, author, and member Municipal Voters League.
- Life of Christ.** HERBERT L. WILLETT, Dean of the Disciples Divinity House, University of Chicago.
- Occult Science.** DR. E. L. EATON, Lecturer on Occult and other Scientific Studies.
- Home Mission Studies.** M. KATHERINE JONES, National Secretary Home Mission Work for the Presbyterian church of America. Young People's Department.

Our Prizes to Patrons for 1898.

Total Number 2,000.

Total Value \$1,750.00.

Date of Issue, December 31, 1898.

At the close of each year, as per Rules and Regulations of the University, our Superintendent of Examinations forwards to each of our patrons a Certificate, giving credit for whatever reading has been done. At the close of the fifth year, the Diploma is granted.

The formal answering to these questions, and the forwarding of them to the Central University not being compulsory, we offer the following prizes as a stimulus to better study:

PRIZES FORWARDED DECEMBER 31, 1898, to Patrons irrespective of whether they have had one, or four full quarters access to the libraries. The only requisite is that they have answered and forwarded the questions.

First. To the patron in the *United States* having answered the questions most satisfactorily, during the quarters of 1898, we offer:—

**Fifty Leather Bound Volumes of the Harper Magazine, 1872-1896;
Value \$200.00.**

University of the Traveling Library:

FRANKLIN SQUARE, N. Y., November 15, 1897.

GENTLEMEN:—In reply to your inquiry, we will say that we supply the "Harper's Magazine" in two styles, and the price for cloth is \$3.00, and half calf, \$5.25 per volume. Yours truly,

HARPER BROS.

The above magnificent prize forms a library of inestimable value. It includes the History of World's Progress for the past quartercentury—From the great Centennial of '76, to the greater World's Fair of '93.

It is a vast library of Current Fiction, Travel and Adventure, and as the patron receiving the prize will undoubtedly preserve the later numbers of the Magazine, he will eventually have an heirloom of most enviable proportions.

The fifty volumes are most beautifully and substantially bound in leather backs and corners and marble paper sides, embossed with the name of patron and "*U. T. L.*" *SCHOLARSHIP PRIZE*. The volumes placed side by side occupy over nine feet of shelving, and contain nearly 50,000 pages.

Second. To the patron *at each Station* answering the questions the most satisfactorily during the quarters of 1898, we offer:—

**A Beautifully Bound Copy of Major Byers' "March to the Sea."
Price, \$1.25.**

DES MOINES, IOWA, November 13, 1897.
This is to certify that the H. Parmelee Library Association has today purchased for their University the entire remainder of the first edition of my "March to the Sea," some 1,000 copies in all. I understand that these books at the close of '98 are to be awarded to the University patrons, at the different Stations, answering the Study Questions the most satisfactorily. S. H. M. BYERS.

Total value of edition to be given as above. \$1,250.
Postage only at Patron's expense.

"THE MARCH TO THE SEA."

"The greatest campaign in history."—General Grant.

"The most important poem written on an American war theme."—Critic.

"Designed to become an American Classic."—Arena.

This book, a poetic narrative of the most picturesque campaign in American History, beautifully illustrated with original full page engravings, should be on the shelves of every American home. No volume extant will do more to educate and to enthuse our youth to the spirit of patriot

ism, than this portrayal of the lives and deeds of our brave boys, North and South. The following is the last verse of the book:

“And North or South, ’tis all the same,
By pine tree or by bay,
One starry banner guards the fame
Of blue coat and of gray.”



“The Bugler,” one of the illustrations appearing in the “March to the Sea.”

The press of the whole country sounds its praises, as it portrays the brave deeds of the North and South alike.

The Baltimore American—“Here is a book of great breadth and strength and beauty; there is no rancor or malice or bitterness in it. It is a vivid description of the wit, humor and life in camp as it was.

The Inter Ocean—Few singers of the war have sung more eloquently or feeling than this author.

Reviews of Reviews—The volume deserves the wide popularity it is sure to have in thousands of American homes.

Public Opinion—Has a distinct and indeed powerful attraction.

The book is beautifully bound in a special “Home Library” edition (not “public library” style and embossed “U. T. L.” “Scholarship Prize.”

Third. To the patron *At Each Station* sending us the best brief selections from any religious book in the libraries, during the quarters of 1898, we offer

Any Volume of the Moody Colportage Library, as per list herewith.

Mr. H. PARMELEE, Secretary, Des Moines, Iowa:

DEAR SIR:—Mr. Moody writes that he would be very glad to have you use the volumes of the Colportage library in which he is deeply interested. A catalogue of these is enclosed. Sincerely,

CHICAGO, ILL., November 17, 1897.

FLEMING H. REVELL CO.

Per FLEMING H. REVELL.

It is with great pleasure that we are able to place in the hands of our patrons, without cost to them, a thousand volumes selected from this most estimable series.

The Moody Colportage Library.

Full descriptive catalogue mailed those to whom the volume as prizes are due, or to others upon application.

All of Grace, C. H. Spurgeon.
Pleasure and Profit in Bible Study, D. L. Moody.
Heaven, D. L. Moody.
The Way of Life, marked out by Mills. Chapman. Moody.
Talmage.
Te the Work, D. L. Moody.
Bible Characters, D. L. Moody.
And Peter, J. W. Chapman.
Light on Life's Duties.
Selections from Spurgeon.
Good Tidings, Talmage, Spurgeon, Parker, McNeil.
Nobody Loves Me, Mrs. Walton.
Sowing and Reaping, D. L. Moody.
Good News, Robert Boyd.

A Royal Exile, DeWitt Talmage.
The Way to God, D. L. Moody.
Life, Warfare and Victory, D. H. Whittle.
Prevailing Prayer, D. L. Moody.
Secret Power, D. L. Moody.
According to Promise, C. Spurgeon.
Gospel Pictures and Story Sermons, D. W. Whittle.
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Probable Sons.
The Secret of Guidance, Meyer.
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Kadesh-Barnea.
The Overcoming Life, D. Moody.

The library contains much of the very best of the Spiritual Religious Literature of the age. The reading of any volume will result in permanent good to any person, willing to be taught the true "Secret of a Happy Life."

Each volume is printed in new clear type, on good book paper and attractively bound in paper cover, containing 100 to 200 pages, size 5 x 7 $\frac{1}{4}$ inches.

Prizes to "U. T. L." Graduates.

Commencing the Course During any Quarter of 1898.

Total Number 3.

Value \$75.00.

In Medals or Gold.

THE SAME FORMING AN ILLUSTRATION OF HOW THE UNIVERSITY READINGS INSURE BETTER CITIZENSHIP.

First. To the Graduates commencing the Course during the Quarters of 1898, who at Graduation prepares the best Dissertation on "Good Citizenship," embodying directly or indirectly the studies of our Course as outlined below: also—

Second. To the Graduate as above, preparing the best Prophecy outlining the general policy to be followed by the *Republican Party*, insuring the most happiness to the common people, (competition to be open to Republican members only): also—

Third. To the Graduate as above, preparing the best Prophecy outlining the general policy to be followed by the *Democratic Party*, insuring the most happiness to the common people, (competition to be open to the Democratic members only),

WE OFFER TO EACH OF THE ABOVE

A Beautifully Engraved Gold Medal, or \$25 in Gold.

The same to be issued by the Faculty as a speciality Good Citizenship prize.

The U. T. L. as an Incentive to Good Citizenship.

Dissertations and Prophecies as above to be based on the Studies of our Course outlined here-
with. Edited by G. B. Smith, of the Advisory Board, Chicago Municipal Voters' League.

- Ancient History.** I. What can you say of the reforms of Solon?
- Mission Studies.** I. How does the uplift of other nations insure our own civilization?
- Rome.** I. What was the cause of the downfall of the Roman Empire?
- Evolution.** I. Does the evolution theory establish or destroy the belief in Christianity?
II. How does it establish?
- England.** I. Give the development of the Fuedal System.
- Railway Questions.** I. What are the obstacles in the way of Government ownership?
- Ireland.** I. What has been the effect of the Landlord System in Ireland?
- Social Conditions.** Name some that need correcting.
- Scotland.** I. Name the peculiarities of the Scotch banking system.
- Woman Question.** I. What has been the beneficial results of Woman Suffrage in States where it has been introduced?
- France.** I. What are the lessons of the French Revolution?
- Spain.** I. Give the development and Decline of Civilization in Spain.
- Money and Banking.** I. Give arguments for and against free coinage of silver.
II. Give arguments for and against issuing Greenbacks.
- Germany.** I. What can you say of the land system in Germany?
II. What is the condition of labor in Germany?
- India.** I. What is the condition of Labor in Germany?
II. What is the land system?
III. What is the cause of the present famine?
- Electricity.** I. What do you believe of the future of Electricity?
- Africa.** I. What are some of the resources of Africa?
- Race Question.** I. What is the history of the colored race in America?
- Russia.** I. Give the history of the common people in Russia.
- Astronomy.** I. What can you say of the infinite in time and space?
II. What of first cause?
- Mexico.** I. In what way has the commercial progress of Mexico been affected by the Demonitization of Silver in other countries?
- Christian Endeavor.** I. What can this Society do to purify politics?
- Revolutionary War.** I. Give the history of speculation in continental currency.
II. Was it ever redeemed? If so, who profited by it?
III. Who suffered by its depreciation?
- Capital and Labor.** I. Give the history of labor troubles in America.
II. How are these questions affected by the development of the country?
- War of 1812.** I. How was the credit of the country affected by the war 1812?
II. In what did our currency consist at that time?
III. Give the origin of the National Bank.
- Temperance.** I. What is the effect of drink upon the condition of labor?
- Civil War.** I. What was the cause of the depreciation of our currency during the war and later?
- Our Country.** I. What are the fundamental mistakes in our land system?
II. What are the difficulties in correcting them at the present time?
III. What share do they take in developing an American Aristocracy?
- Political.** I. What do you regard the greatest dangers to popular government?
- Art in Italy.** I. What is the influence of Art in refining human nature ennobling the passions of men?
- Life of Christ.** I. How has the Life of Christ influenced labor questions?
II. What is "The Kingdom referred to in the New Testament?"
- Natural History.** I. What has the study of Botany and Zoology contributed to the saving of labor?
- Occult Studies.** I. What phenomenon suggest the existence of a realm not easily explained by referred once Physical Laws?

Outline Study Question Lists.

The reader will observe that the Author of each list is selected because of some MARKED ADAPTABILITY for its preparation. Apropos, over five hundred letters were written and many months of time devoted to the securing and editing of the same. Thus:

ANCIENT HISTORY is prepared by our President, to "set the pace"—outline the form for the other Authors, but in addition, the Doctor is professor of Ancient and Mediaeval History, in the great Baptist Institution of which he is President.

MISSION STUDIES, by James T. Knotts, a life student of Missions, and a leader in the STUDENTS' VOLUNTEER MOVEMENT—a young person representing a Young Persons' Society—because we believe the future of Missions to be in the hands of the young.

ROME is outlined by Marion Crawford, and who besides this author, whose great mind for years has been centered upon Roman life and history, is equally capable of telling us about this country?

EVOLUTION is analyzed by Robert C. Auld, a Fellow of the Zoological Society of London, and associate editor of the American Supplements of Encyclopedia Britannica.

ENGLAND is presented by Mary Platt Parmele, who has devoted many years of her life to the preparation of the "Evolution of Empire Series"—little volumes wherein unimportant events are eliminated, and great features alone allowed to appear.

THESE ARE SIMPLY ILLUSTRATIONS:—the line of thought can be extended clear through the lists back to "Home Missions" by M. Katherine Jones, and the W. C. T. U. Movement by Frances E. Willard.

SECTION ONE.

I. ANCIENT HISTORY.

Prepared by Herbert L. Stetson A. M., D. D., Pres. Des Moines College, Professor Ancient and Mediaeval History; Vice Pres. Midland Chautauqua; Pres. University of the Traveling Library.

- 1.—What countries and dates are included in "Ancient History"?
- 2.—Where was each country located?
- 3.—What were some of the chief characteristics of each?
- 4.—What has each contributed to Modern Civilization?
- 5.—What was the form of government in each?
- 6.—What was the religion of each?
- 7.—In what way is each connected with the Jews, or with the historical parts of the Bible? Special.
- 8.—(a) Who was Cyrus? (b) When did he reign?
- 9.—(a) Who was Xerxes? (b) By what name is he known in the Bible? (c) Why did he make an invasion of Greece? (d) What was the outcome of the invasion?
- 10.—(a) For what is Alexander the Great known? (b) Why did he start on his military conquest of the East? (c) How far east did he go?
- 11.—(a) Who are the six greatest men Greece produced, and (b) for what was each noted?
- 12.—(a) Who were the six greatest among the Jews, and (b) for what was each noted?
- 13.—(a) Name three or four of the Mythological Gods of the Greeks, of the Romans, of the Germans, of the Hindoos, and of the Egyptians. (b) Tell what each represented, and how each was worshipped.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Very Truly, Yrs. H. L. Stetson.

II. FOREIGN MISSIONS.

Prepared by James E. Knotts, Assistant General Secretary Students' Volunteer Movement for Foreign Movements.

- 1.—What are the objects aimed at in foreign mission work?
- 2.—State the names of four large missionary organizations, and the principal field occupied by each.
- 3.—Mention the methods employed by missionaries on the field. What one in your judgment is the most fruitful?
- 4.—Give the name and most characteristic work of one leading missionary in China, in India, and in Africa.
- 5.—What special advantages in prosecuting mission work do native helpers possess? Under what disadvantages do they labor?
- 6.—What country do you consider the most important mission field in the world? Why do you so consider it?
- 7.—Judging solely from radical characteristics, what nation is of the greatest strategic importance from a missionary point of view?
- 8.—Give in the order of their importance, five obstacles to foreign missionary work in China.
- 9.—State three of the most encouraging features in Africa, and three in India.
- 10.—What points seem to you to answer most conclusively the question:—Do foreign missions pay?

*You are winning success I am deeply
interested; am always glad to hear or help.
sincerely Jas E Knotts*

SECTION TWO.

I. ROME (First Series.)

Prepared by Marion Crawford, Author The "Saracinesca Series," "The Roman Singer," etc.

Questions ready January 1, 1898.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Marion Crawford

I. ROME. (Second Series.)

Prepared by Arthur Gilman, Director Cambridge (Mass.) School for Young Ladies; Author "The Story of Rome," etc.

Questions ready January 1st, 1898.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Arthur Gilman

II EVOLUTION. (First Series.)

Prepared by Wm. T. English, Author of "Evolution and the Immanent God."

1.—(a) Explain what you mean by Evolution. (b) What are its chief Proofs? (c) What is Darwinism?"

2.—What is Herbert Spencer's place in the development of the theory of Evolution?

3.—What is the meaning of the phrase "Natural Selection, or Survival of the Fittest?"

4.—Does Evolution teach "Ascent" or the "Descent" of man?

5.—What is the relation of the Evolutionary theory to present scientific teaching and research?

6.—How does Evolution affect our ideas of God, Providence, and the Future Life?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Wm T English

N. B. In instances of two Lists, the Patron may answer either or both.

II. EVOLUTION. (Second Series.)

Prepared by R. C. Auld, F. Z. S. (London.)

1.—What are some of the chief "factors" of Evolution?

2.—Explain, succinctly, the "arguments" derived from—(a) The geological record, in relation to the succession of life discovered thereby; (b) Morphology (form) and classification; (c) Embryology. (d) Explain what you understand by a "rudimentary" or "vestigial" organ? (e) What is "atavism?"

3.—Distinguish between the terms (used in Evolution) "likeness," "variation" and "acquired character."

4.—State the Lamarckian and the Weismannian views as to the heredity of "acquired characters." You might give your own opinion or views (with any "proofs" you may have observed.)

(5.)—(a) To what order of the animal kingdom is man referred? (b) Mention some of the members of the order.

6.—(a) Does Evolution presume the "descent" of man from a monkey or ape? (b) If not, endeavor to explain what it DOES presume. (c) What is meant by the term "missing link?" (d) How is the term now applied?

7.—(a) What effected the "making" of man according to Clodd? (b) Give Darwin's description of primitive man drawn from the evidences, still remnant in his (man's) body, of his "descent" from a more primitive form. (c) In which geological age "must" man first have appeared?

8.—(a) What is the "missing factor" in higher Evolution, made prominent by Henry Drummond? (b) In your opinion, is consciousness or will a factor in Evolution?

9.—What, in your opinion, is the hope held out by evolution for the future of the human race?

10.—Can you think of, or suggest any argument, from what you know of Evolution, supporting the belief in a future state or existence?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Robert C Auld

SECTION THREE.

I. ENGLAND.

Prepared by Mary Platt Parmele, author of "Evolution of England," etc.

- 1.—Who were the Ancient Britons and what was their Religion?
- 2.—(a) When did the British Isles become a part of the Roman Empire? (b) How long did they remain so?
- 3.—(a) How did the Angles and Saxons happen to come to England? (b) What Religion did they bring with them? (c) When and by whom was Christianity brought into that country?
- 4.—(a) Can you tell who King Cavote was, and what he attempted to do? (b) And can you tell what beautiful Princess living in England today is from the same Nation and Country, as this old King Cavote?
- 5.—(a) What did Alfred do to make him "Great," in addition to being a just and good King?
- 6.—(a) In what year was the Norman Conquest? (b) And what was the name and fate of the last Saxon King?
- 7.—What can you say of those great Religious Wars commenced soon after the "Conquest" in which all Europe joined?
- 8.—(a) Who was Thomas A. Becket? (b) And why were pilgrimages made for years to Canterbury Cathedral? (c) What can you say of the "Canterbury Tales?"
- 9.—(a) What was the "Magna Charta," (great charter) and (b) how and by whom was it produced? (c) Where is it to be seen today?
- 10.—(a) When did the first English Parliament meet? And why was it so called?
- 11.—(a) What were the "Wars of the Roses?" (b) And do you think it would be possible now to have thirty years of Civil War for such cause?
- 12.—(a) Why did Henry the VIII become a Protestant and make England a Protestant Country? (b) And why was his daughter Mary known as "Bloody Mary?"
- 13.—(a) Why did England become so great under the reign of Queen Elizabeth? (b) And do you think she was justified in signing the death warrant of her beautiful Cousin and rival—Mary Queen of Scots?
- 14.—(a) What relation was Charles I to Mary Queen of Scots? (b) And did he deserve his terrible fate?
- 15.—(a) What great religious sect did Cromwell lead in the Rebellion? (b) And what is your opinion of his Character?
- 16.—(a) How did the Duke of Marlborough check the power of Louis XIV in 1703? (b) And who has the wearer of his title recently married?
- 16.—And what was the "Bill of Rights?"
- 18.—What English King created our own great Country and Nation, by oppressing and waging war against the American Colonies?
- 19.—(a) When was Steam introduced into the industrial life of England? (b) And by whom, and when and where was the first Steam Railway?
- 20.—(a) What led to the Crimean War, and how did it end? (b) And what was the famous "Charge of Balaklava" about which Tennyson wrote?
- 21.—(a) What was the Sepoy Rebellion? (b) And what led to it?
- 22.—(a) Why has Queen Victoria less power than President McKinley? (b) And what body of men holds the purse-strings in Great Britain today?
- 23.—In reading the History of England, does it seem to you that her greatness has been created most by Wars, or by peaceful triumphs, such as the Magna Charta, The Bill of Rights, and giving to the people the control of the Public Treasury?

*Very truly yours
H. S. 99 Mary L. Parmele*

II. THE RAILWAY QUESTION.

Prepared by Hon. William Larrabee, ex-Governor of Iowa—Author of "The Railway Problem."

- 1.—What are the fundamental principles in the making of rates?
- 2.—How does the capitalization of railway property in the United States at present compare with the present cost of building such property?
- 3.—Should a state officer be allowed to ride on a free pass? If so, state the arguments in favor of it.
- 4.—Why should not railway stocks be as stable in values as bank stock or lands and houses?
- 5.—Why should railroads, any more than common roads, be controlled for private purposes?
- 6.—Should not railroad pooling be classed with other conspiracies, and would not a legalizing of the rating pool raise rates and thus unjustly burden the common people?
- 7.—With a thorough Civil Service arrangement, what would be the objection to government ownership?
- 8.—Mention some of the arguments in favor of private ownership.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

W. Larrabee

SECTION FOUR.

I. IRELAND.

Prepared by Rt. Rev. J. F. Nugent, LL. D., Author and Pastor of the "Church of Visitation," Des Moines.

- 1.—What can you say of the early history of Ireland?
- 2.—How long did she remain under the dominion of the Danes?
- 3.—What was the influence of the Danish Character?
- 4.—How was the subjugation of Ireland accomplished?
- 5.—Was Henry II authorized by the Pope to take charge of Ireland?
- 6.—How was Ireland in the 6th to the 9th Century the School Master of Europe?
- 7.—(a) Were the Gallations to whom St. Paul wrote Gauls? (b) Were the Gauls of Irish race? (c) In other words did Paul write an Epistle to the Irish?
- 8.—How did Ireland gain and lose her Parliament?
- 9.—What was the established church of Ireland?
- 10.—Name some of the celebrated characters of ancient Ireland.
- 11.—Name some of the celebrated characters of modern, or Ireland of today.
- 12.—What were the penal laws of Ireland?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR,

Rev. J. F. Nugent, LL.D.

II. SOCIAL CONDITIONS.

Studies of Movements for the elevation of the so called lower classes, and the relief of the worthy poor:—The Social Settlement, Salvation Army, Tenement and Pauper Relief Movements, etc.

In order to satisfactorily answer these questions entire, there must be accessible the special books, such as are added to sections placed on and after January, 1898.

Prepared by Graham Taylor, Professor of Christian Socialology in the Chicago Theological Seminary, and Resident Warden of the Chicago Commons Social Settlement.

- 1.—(a) What is the danger to American institutions of the separation of the people into distinct social classes? (b) To what extent and along what lines do such class distinctions exist?
- 2.—(a) Are the rich growing richer and the poor poorer? (b) What is the reason for your conclusion?
- 3.—How is the industrial and social unity of the American people being promoted by our churches, schools and other agencies?
- 4.—(a) What are Social Settlements? (b) Why and how did they originate? (c) Where are they to be found? (d) What are the spirit and method of their work? (e) Describe some typical Settlement.
- 5.—(a) How do the Settlements differ from churches, charities, and missions? (b) What should be their relations with these institutions?
- 6.—What efforts are being made for the extension of educational advantages among those outside of higher institutions of learning?
- 7.—Can you tell of any effort, public or private, that is being made to reform, rather than punish the inmates of prisons, reformatories, etc.?
- 8.—How are the insane, feeble-minded, blind and otherwise defective classes provided for, in your own or other states?
- 9.—What provision for the dependent poor is made in alms-houses, or by help granted to their homes in your own or other counties?
- 10.—On what grounds are such provisions made for the dependent?
- 11.—Is the community under obligation to provide means of livelihood to those who cannot obtain employment? Why?
- 12.—What can you say concerning the "Housing of the Poor" in the tenement buildings of large cities?
- 13.—(a) What is the Salvation Army? (b) Why and how did it originate?
- 14.—What is the Army doing in England and America for the help of the helpless, and the rescue of the self-abandoned?
- 15.—What description can you give of the Church Army, and Volunteers of America, and other rescue agencies?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Graham Taylor

SECTION FIVE.

I. SCOTLAND.

Prepared by Robert C. Auld, of the editorial staff of the Encyclopedia Britannica Supplements.

- 1.—(a) When did the Romans penetrate into Scotland? (b) When did the battle of Mons Grampius occur? (c) What Roman writer celebrated this event?
- 2.—Who was the last king of the "Celtic Race?"
- 3.—To whom was Scotland indebted for the introduction of Christianity?
- 4.—(a) Who was Macbeth? (b) Where was he slain and by whom? (c) Was he actually a good or a bad ruler?
- 5.—Can you mention some features connected with the reigns of Alexander I., David I., and William the Lion?
- 6.—At what battle did the Scots finally overcome the Norsemen?
- 7.—(a) Who was Wallace? (b) In what battle did he gain a brilliant victory over the English? (c) In what manner was he delivered over to the English, and what was his fate at the hands of Edward I.?
- 8.—(a) State some leading facts connected with the career of Robert and Bruce. (b) What battle secured the Independence of Scotland, and (c) When was it fought?
- 9.—Give the dates of the accession of the several James's of Scotland.
- 10.—(a) Who was Cardinal Beaton? (b) In what way did he arouse the bitterness of Henry VIII of England?
- 11.—(a) Whom did Mary Queen of Scots marry? (b) When was her son born, and to what dignities did he afterwards attain?
- 12.—(a) In what manner was the Queen dethroned and her son crowned in her stead? (b) State how the deposed Queen fell into the clutches of Elizabeth, Queen of England. (c) What was the fate of the Scottish Queen?
- 13.—Recapitulate the sequence, genealogically, leading to the son of Mary succeeding Elizabeth on the throne of England.
- 14.—How did Cromwell interest himself in the affairs of Scotland? (b) Who were the Covenanters?
- 15.—(a) Who was "the Pretender?" (b) Mention the two Jacobite risings, giving the more prominent events connected therewith.
- 16.—What was "The Disruption?"
- 17.—Mention some of Scotland's greatest Authors, naming some of their chief works.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

R. C. Auld

II. WOMAN QUESTION.

Prepared by Caroline A. Huling, of the Executive Board, Ills. Woman's Press Ass'n; author of "The Old and New Woman," "Motherhood as a Profession," etc.

Industrial.

- 1.—What occupations were open to women fifty years ago?
 - 2.—What great change was largely brought about by the Civil War?
 - 3.—What are the chief employments open to them now?
- Legal.
- 4.—Give some idea regarding the property rights of married women in your state.
 - 5.—Can a married woman do business in her own name and control her earnings?
 - 6.—Are present laws more just to women than the old English common law, on which most of our laws are based?
 - 7.—Does raising the age at which a girl may consent to her own ruin, indicate a greater degree of moral progress?

Social.

- 8.—Does a monogamous form of marriage tend to a higher degree of civilization?
- 9.—What has been the effect upon people in general by the entrance of woman into the business world?
- 10.—Does the pecuniary independence of woman tend to a higher standard of morality?
- 11.—Does the virtue and intelligence of mothers have any effect upon their off-spring and the race?
- 12.—Is ignorance in women conducive to greater domestic happiness?

Educational.

- 13.—Name some pioneers in the higher education of women?
- 14.—What great Universities are co-educational?
- 15.—What new professions have been established of late years, which are mainly followed by women?

Progressive.

- 16.—What has Christianity done for women?
- 17.—Which has done most for the sex, the W. C. T. U., or the equal suffrage movement? (b) Name the great leaders of both movements.
- 18.—Name some of the first women workers for the enfranchisement of their sex.
- 19.—What states give women the right to vote at all elections and for all officers?
- 20.—Do capable women receive the same compensation as men for the same class and amount of labor? (b) What is the cause of such a condition?
- 21.—Give a sensible reason for the disfranchisement of women?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Caroline A. Huling

SECTION SIX.

I. FRANCE.

Prepared by Mary Platt Parmelee, Author "Evolution of France," etc.

- 1.—(a) What was the Ancient name of France? (b) And what was the Ancient name of Paris?
- 2.—Was Julius Caesar's Conquest of Gaul before or after Christ was born?
- 3.—(a) For how many years did the Roman Empire persecute the early Christians? (b) And under what Emperor did it accept Christianity?
- 4.—(a) What German people overran Gaul, and gave their names to that Country? (b) And what was the name of the Royal Line established by Clovis, first King of France?
- 5.—What was the name of the next line of Kings, established by Charlemagne?
- 6.—What sort of a compact or bargain, was the Feudal System in the beginning?
- 7.—(a) Who were the "Northmen"? (b) And what French Providence was given to them?
- (c) And what tremendous event in England grew out of that fact?
- 8.—(a) Who started the Crusades? (b) And what was their object?
- 9.—(a) What was the name of the young French peasant girl, who saved France from the English in the early part of the 15th Century? (b) And how did France reward her?
- 10.—(a) What caused the "Reformation" in 1517? (b) And who was King of France at that period?
- 11.—(a) How did Mary Queen of Scots come to be Queen of France for a brief time? (b) And what sort of a person was her mother-in-law—Catherine de Medici?
- 12.—(a) What have you to say of the "Massacre of St. Bartholomew"? (b) Who were the Huguenots? (c) And are there any of their descendants in America? (d) If so why are they here?
- 13.—(a) What was the character of the reign of Henry IV.? (b) And what can you say about Richelieu, in the succeeding reign?
- 14.—What great Englishman checked Louis XIV. in his design of becoming Master of Europe?
- 15.—(a) What was the condition of France during the reign of Louis XVI? (b) And what French General came to the rescue of the Colonies?
- 17.—(a) What was the first act of violence in the French Revolution? (b) And what was the last?
- 18.—(a) Where was Napoleon Bonaparte born? (b) And where did he die?
- 19.—(a) What did Louis Philippe do for a living in America? (b) And how long was he King of France?
- 20.—(a) What relation was Louis Napoleon to Napoleon Bonaparte? (b) And when did he become Emperor of France?
- 21.—What was the name of the battle in the Franco-Prussian War, which was his ruin?
- 22.—What form of Government was established in France after his deposition?
- 23.—What became of his son?
- 24.—What can you say of France today?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR,

Mary P. Parmelee

II. GEOLOGY AND GEOGRAPHY.

Prepared by Horatio P. Parmelee, Geologist; Member Amr. Assn. Adv. of Sci.; Former Instructor Geology, Bay View University.

Books essential to answers to these Questions, not in Sections placed before Jan. 1. 1898.

- 1.—You are requested to outline the main features of the earth's surface at present, that have been caused by past geological agencies.
- 2.—If the atoms of the earth were once highly expanded how did they become condensed into the present semi-solid crust?
- 3.—How have mountain ranges been formed?
- 4.—What causes produce active Volcanoes?
- 5.—Why are some springs of water hot, while near by others are cold?
- 6.—How are fossils formed?
- 7.—Describe the difference between igneous and sedimentary rocks.
- 8.—(a) How was coal formed? (b) In what geological age is it first found?
- 9.—(a)—Why are most of the valuable metals found in veins, and (b) why are they seldom found in the pure or native state?
- 10.—Why does so much water remain on the earth's surface, when the earth's soil is so porous, and the rocks are all seamed and fractured to a great depth?
- 11.—Outline how Terminal Moraines, and Glacial Till have been produced.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR,

H. P. Parmelee

SECTION SEVEN.

I. SPAIN. (First Series.)

Prepared by Edward Everett Hale, Author "The Story of Spain," etc.

- 1.—Why is Spain, in a way separated from the rest of Europe in its history and in its present politics?
- 2.—What is the origin of the name Spain?
- 3.—State in few words what is the earliest fact in Spanish history of which you know anything?
- 4.—What are references to Spain in the Old Testament, and in the New?
- 5.—At one time the Romans held possession of Spain. How did they acquire that possession, and how long did their rule in Spain last?
- 6.—What do you know as to the origin of the Spanish
- 7.—Give some account of the Gothic invasion, and of the sovereigns of Spain, who may be said to be of the Gothic line.
- 8.—How did the Mohammedans come into Spain?
- 9.—How extensive was their rule there, and when did it end?
- 10.—Columbus discovered America under the direction and partly at the expense of the sovereigns of Spain; but Columbus was not a Spaniard. How came he there?
- 11.—Describe, as briefly as you can, the results of Columbus's voyages. If you can, distinguish the first from the second, the second from the third, and the third from the fourth.
- 12.—When did Columbus die?
- 13.—Under what sovereign did the Spanish dominion in America advance most rapidly?
- 14.—How did Spain lose its hold on its American colonies?
- 15.—Tell briefly what you know of Spain's present relations to Cuba.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Edward E. Hale

I. SPAIN. (Second Series.)

Prepared by James A. Harrison, Professor of History, University of Virginia; Author "History of Spain," etc.

Questions ready January 1, '98. Furnished on application.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

James A. Harrison

II. MONEY AND BANKING.

Prepared by Dr. Frank L. McVey, Asst. Prof. of Economics in the University of Minnesota.

- 1.—What is Money?
- 2.—What are the functions of money?
- 3.—In what respects are gold and silver better forms of money than the less valuable metals?
- 4.—(a) Distinguish between Monometallism and Bimetallism? (b) What has been the history of the latter from 1803-1873?
- 5.—What facts go to determine the amount of money needed by a country?
- 6.—(a) What is a Bank? (b) What is meant by credit?
- 7.—Define Cheques, drafts, certificates of deposit and bonds.
- 8.—What is a clearing house?
- 9.—How are national banks organized?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Frank L. McVey

SECTION EIGHT.

I. GERMANY.

Prepared by Mary Platt Parmelee, Author "Evolution of Germany," etc.

- 1.—What was the Ancient Name of the German race?
- 3.—(a) What branch of the German family was it that destroyed that Empire? (b) And what branch was it that conquered France?
- 4.—(a) Who was the first King of France? (b) And after what German people was that country named?

- 5.—What King gathered all the German territory, including France, into one great Empire and had himself crowned Emperor in the year 800 A. D.?
- 6.—(a) When did France and Germany become separate Kingdoms? (b) And how was it brought about?
- 7.—Who made an alphabet for the German people? (b) And for what book was it first used?
- 8.—What man created the Reformation? (b) And what act of the Pope led to it?
- 9.—Can you describe some of the causes which led to the Thirty Years War?
- 10.—What was the name of the Swedish King, who laid down his life for Germany in that war?
- 11.—(a) With what great Emperor did Frederick the Great ungallantly fight three Wars? (b) And what were these Wars about?
- 12.—What great Frenchman aspired to be Master of Europe in the beginning of the 19th Century?
- 13.—(a) When was the battle of Jena fought? (b) And what were its results for Prussia?
- 14.—(a) When was the battle of Leipzig fought? (b) In what one respect was it like the battle of Appomattox, in the American Civil War?
- 15.—(a) What disputed question led to a War between Prussia and Austria in 1862, and to the deposing of Austria, as the head of the German Nation? (b) And what battle decided that event?
- 16.—What German Statesman planned this War, with this great end in view, and so became Liberator of Germany?
- 17.—(a) What circumstances led to the Franco-Prussian War in 1871? (b) And what Promises were lost to France by that war?
- 18.—What was the name of the battle which decided the fate of Napoleon III in that War?
- 19.—Where was King William of Prussia crowned Emperor of the New German Empire?
- 20.—Can you tell something of the brief reign of the Emperor Frederick?
- 21.—What European Nation today is in closest alliance with France?
- 22.—(a) Do you think the loss of Alsace and Loraine by France is forgotten, or is it your opinion that she still cherishes a hope of recovering them? (b) And that the friendship with Russia has some such end in view?
- 23.—What is your opinion of the present Emperor of Germany?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Mary Plate Parmelee.

II. MUSIC.

Prepared by Dr. Milo L. Bartlett, President Des Moines Musical College.

The answering of these Questions on account of their special nature, is optional to those taking the full Course.

Books essential to the answering, not contained in Sections placed before January 1, 1898. any 1, 1898.

- 1.—What do you know of the musical scales of the Greeks?
- 2.—Who were the most noted among Greek Theorists?
- 3.—Who instituted the first singing school in Rome?
- 4.—What did St. Ambrose do for Church Music?
- 5.—What can you say of Dufay, and the rise of the Belgian School?
- 6.—(a) What is a Madrigal? (b) Mention the names of some noted composers of this style of music.
- 7.—Who composed the first Italian opera?
- 8.—(a) Mention the names of five of the greatest composers of Italian Opera of the 19th Century. (b) Which is considered the greatest of these? (c) When and where was he born?
- 9.—Which one of his operas shows the greatest advance in respect to the more modern development of the resources of the modern orchestra?
- 10.—(a) Mention the names of five of the most celebrated German composers. (b) Whom to you, is the greatest?
- 11.—(a) Who invented the Sonata? (b) The Symphony?
- 12.—Who gave the symphony its highest development?
- 13.—What is Classical Music?
- 14.—Who were the chief representatives of the so-called Romantic School?
- 15.—(a) Under whom did the Violin reach its highest technical development? (b) The Piano?
- 16.—At what time and place was the "Messiah" first given?
- 17.—Who is considered the greatest musical figure in all history?
- 18.—Where was the Oratoria of "Elijah" first given?
- 19.—Give the names of five of the greatest American Composers.
- 20.—Whom to you is the greatest musician of any age?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Yours truly,

M. L. Bartlett

SECTION NINE.

I. INDIA.

Questions not ready. December 1. 1897.

ELECTRICITY.

Prepared by Bion J. Arnold, Electrician for, and Originator of the Intramural R'y World's Fair Exposition.

Science.

- 1.—What is an Ohm.—2.—What is a Volt?
- 3.—What is an Ampere?—4.—What is a Watt?
- 5.—What is the difference between Static and Dynamic Electricity?
- 6.—What is an electro-magnet?—7.—A permanent magnet?
- 8.—What is Ohm's Law?
- 9.—What is the difference between a primary battery and a storage battery?
- 10.—What is the difference between an alternating current and a direct current?
- 11.—What is meant by the term "Electro Motive Force?"
- 12.—Name four principal sources of Electricity?
- 13.—Name six principal effects of Electricity.

General.

- 14.—What was the first practical application of Electricity? (b) What can you say of the Inventor?
- 15.—(a) What was its first application as a motive power? (b) What of its inventor?
- 16.—What are the principal applied uses of Electricity today?
- 17.—What of the Roentgen Rays and their practical uses?
- 18.—Compare the work of Edison with that of other inventors of the present or previous ages.
- 19.—If Electricity enables people at Boston to talk with those at St. Louis; heavy trains of cars to speed through the country at a faster rate than when propelled by steam; houses to be heated and towns lighted as brightly as by the sun,—what do you believe as to the future of Electricity?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Bion J. Arnold

SECTION TEN.

I. AFRICA.

Prepared by W. Harvey Brown, for eight years resident of Africa—first under the "Eclipse" Expedition of '89 and later under the Smithsonian Institution Natural History Expedition.

Concerning Explorers.

1.—(a) Name the three greatest African Explorers; (b) approximate dates of first expeditions, and (c) the one great object desired by each.

2.—Do you think the influence of Mongo Park or Livingston has been the most potent in the Civilization of Africa?

3.—(a) What can you say of the work of Stanley as an Explorer? (b) Was he of American birth and what are his present political relations?

Geographical.

4.—Draw a rough sketch map of Africa, designating the principal divisions.

5.—What is the "Source of the Nile," and for about how many years was this source the great object of exploration research?

6.—Name three great lakes of Africa, and compare them with the Great Lakes of America.

7.—What can you say of the Great Sahara?

Historical.

7.—What is known of the ancient history of South and Central Africa?

9.—What the history of the Portuguese in Africa?

10.—What about the history of South Africa up to the time of the freeing of the Slaves by the British in 1834?

11.—How did the freeing of the slaves effect the attitude of the Boers toward the English?

Africa Today and Tomorrow.

12.—Does the slave trade exist at present to any extent in Central Africa? (b) And how does the treatment of natives by the Boers compare with their treatment by the British?

13.—What progress are the Missionaries making toward the civilization of the African savage?

14.—What is the probable future of the Negro in South and Central Africa?

15.—What factors have stimulated the progress of South Africa since 1870?

16.—How does British progress toward civilization in Africa compare to that of other Nations?

17.—Is Germany likely to become an important African colonizing power?

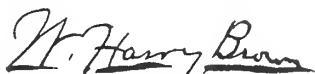
18.—What can you say of the career of Cecil John Rhodes and its influence on the future of Africa?

19.—Are the Boer Republics to become a part of the British Empire?

20.—What are the probabilities of South and Central Africa becoming an English speaking United States, with Anglo-Saxon laws and customs?

21.—How about Africa as a field for sport and adventure?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.



II. RACE QUESTION.

Prepared by Geo. W. Cable, author of the "Race Problem," "Old Creole Days," etc.

1.—What seems to you to be the benefit or damage in the emancipation of the colored people in the United States?

2.—What seems to be the origin of the antipathy (where it exists) of the white to the colored race?

3.—What seems to be the justice or wisdom of making laws in deference to that antipathy?

4.—What have you to remark as to the reasonableness or justice of determining the legal definition of anyone's rights by a race rather than by personal character, ability and acquirements.

5.—What do you think is the most important thing for the Negro to do individually in order to attain a better enjoyment of the advantages of American residence and citizenship.

6.—What collectively?

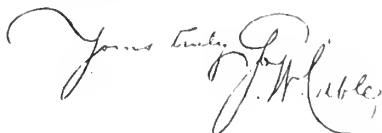
7.—What seems to be the probable advantages of keeping the question of the Negro's condition agitated?

8.—On what facts do you base this opinion?

9.—What seems to you to be the probable disadvantage, etc.?

10.—On what facts do you base this opinion?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.



The above are most heartily endorsed by Booker T. Washington, of the Tuskegee Institute. We quote as follows:

"The questions prepared by Geo. W. Cable in every way comprehend the full measure of the Race Question. I also wish to state that I am interested in the success of the Library-University, and will assist you in every way I can."

SECTION ELEVEN.

I. RUSSIA.

(Not ready—December 1. 1897.)

II. ASTRONOMY. (First Series.)

Prepared by Herbert A. Howe, A. M. Sc D., director Chamberlin Observatory, University of Denver and author of "Story of the Sky," etc.

- 1.—What special ideas about the movements of the sun and planets did Copernicus advocate?
- 2.—Why are large telescopes advantageous?
- 3.—What is a spectroscope used for?
- 4.—What do Astronomers see on the sun's face and adjacent to it?
- 5.—What does the telescope show on the moon's surface?
- 6.—Why could we not live on the moon?
- 7.—(a) What is the cause of lunar eclipses? (b) of solar?
- 8.—Name the planets.
- 9.—What has been seen on Mars?
- 10.—Describe the telescopic appearance of Saturn?
- 11.—(a) Which planet is nearest the sun? (b) Which is farthest from it?
- 12.—How do comets differ from planets?
- 13.—What is the cause of meteors?
- 14.—What are variable stars and double stars?
- 15.—State the Nebular Hypothesis.

**I should think it might be very useful. H. A. Howe*

In case of two sets of Questions, Patron may Answer either or both.

II. ASTRONOMY. (Second Series.)

Prepared by Arthur Edwin Haynes, M. S., D. Sc., M. Ph., Professor Mathematics, University of Minnesota. For many years Professor Astronomy, Hillsdale College.

- 1.—What is the Nebular Hypothesis?
- 2.—What are some of the leading reasons for the Nebular Hypothesis?
- 3.—What are the causes of day and night?
- 4.—What are the causes of the change of the seasons?
- 5.—What are the causes of a lunar eclipse?
- 7.—What causes the difference in the length of the days?
- 8.—What is the form of the earth and how is it determined?
- 9.—What are some of the proofs (a) of the form of the Earth? (b) That it rotates on its axis? (c) That it revolves around the Sun?
- 10.—(a) How often does the Moon rotate on its axis? (b) What proof have we of this?
- 11.—(a) How often does it revolve around the Earth? (b) What proof have we of this?
- 12.—What is the difference between a Planet and a Star?
- 13.—What is the velocity of light?
- 14.—How long would it take light to pass from some of the nearest stars to the earth?
- 15.—(a) What is Nebula? (b) And how are some of the elements composing the Nebula and stars, including our Sun, determined?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Arthur Edwin Haynes

SECTION TWELVE.

I. MEXICO.

Edited by Mary Avis Scott, Author and Traveler, Special Student of Mexican History, Daughter of Colonel Scott of the Mexican War.

- 1.—When does the accepted History of Mexico begin?
- 2.—What is the oldest Toltec town?
- 3.—In what year and by what people was the City of Mexico founded?
- 4.—What are the "Floating Gardens," "Alvarado's Leap," and the "Noches Triste?"
- 5.—Upon what occasion was a game of foot-ball a matter of National importance?
- 6.—What accomplishment of the Aztecs is still practiced by the Indians of Mexico to the marvel of tourists?
- 7.—The chief foods of the Mexicans at the coming of the Spaniards are the chief foods of the peons today; name them.
- 8.—Mention some wholesome laws of the Aztecs concerning slavery?
- 9.—Who introduced the Sugar Cane industry into Mexico?
- 10.—When and what was the first book published in America?
- 11.—Who is Emrique Martinez?
- 12.—The summer home of the Montezumas is still occupied. What is it?
- 13.—Who are Hidalgo, Iturbide, Santa Anna and Juarez?
- 14.—Who are Maximilian, Mexia and Miramon?
- 15.—Describe the achievements of Berual Diaz and Porfirio Diaz?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Mary Avis Scott

II. CHRISTIAN ENDEAVOR.

Prepared by John Willis Baer, General Secretary of the United Society of Christian Endeavor.

- 1.—What was the cause of the organization of the Christian Endeavor?
- 2.—Under what circumstances was it evolved?
- 3.—How does the influence of the Christian Endeavor compare with that of the Sunday School?
- 4.—Has the Sunday Night Endeavor meetings a tendency to increase or decrease the Sunday Church services?
- 5.—In what way is the Christian Endeavor movement helpful in bringing about a better social condition?
- 6.—How would you plan to form a Christian Endeavor Society?
- 7.—What has Christian Endeavor accomplished for Christian Citizenship?
- 8.—What are the distinctive principles and features of Christian Endeavor?
- 9.—Has its interdenominational fellowship in any way lessened denominational loyalty?
- 10.—In what way has it changed the prayer meeting of twenty-five years ago?
- 11.—Why is it considered a great missionary and evangelistic force?
- 12.—What are some of the benefits of its great annual conventions?
- 13.—What is the relation of the local society to the Church?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

John Willis Baer

SECTION THIRTEEN.

I. THE REVOLUTIONARY WAR.

Prepared by Everett T. Tomlinson, author of the "Revolutionary War Series," etc.

- 1.—(a) What were some of the principles at work among the Colonies which led to the Declaration of Independence? (b) What were the immediate causes of the War?
- 2.—(a) When and where did hostilities begin? (b) Describe the actions.
- 3.—(a) What was the effect of the Battle of Long Island? (b) Describe Washington's retreat across the Jerseys.
- 4.—Who were the Hessians and why were they employed?
- 5.—(a) What was Burgoyne's plan of invasion? (b) Why did it fail? (c) What would have been the effect if he had succeeded? (d) Describe three of his battles.
- 6.—(a) What were General Greene's methods of warfare? (b) Mention and describe three of his most important engagements? (c) Give a brief biography of the man.
- 7.—(a) How was money obtained by the Colonies? (b) Who was the great financier? (c) What powers did Congress bestow upon Washington?
- 8.—(a) Why could not the Americans hold Philadelphia? (b) What engagements occurred near that city? (c) Why did not Washington attack New York?
- 9.—Describe three leading naval battles?
- 10.—Describe final campaign and the last battle.
- 11.—(a) Compare Shuyler with Arnold. (b) Lee with Washington. (c) Greene with Gates.
- 12.—What work did the women do?
- 13.—(a) What foreign nations and men aided us? (b) What did they do and why?
- 14.—Mention and describe the work of three of the leading statesmen, three orators, three generals, i.e. mentioned in the preceding questions.
- 15.—(a) For what were the following known: Andre, Hale, cowboys, skimmers, Sergeant Jasper, Molly Stark, Jane McCrea, "King" Hancock? (b) What proverbs or proverbial expressions have come down from the Revolution?
- 16.—(a) How was the flag chosen? (b) What did the Colonies gain by the war? (c) What was the condition of the government, of trade, and of the popular feeling when the war was over? (d) Why was a republic chosen in preference to a monarchy? (e) Describe the growth of the Constitution?

*I trust that your work may meet with the success I believe it
deserves.*

Yours Very Truly, Everett T. Tomlinson

II. LABOR AND CAPITAL.

Prepared by Graham Taylor, professor of Christian Sociology in The Chicago Theological Seminary, and Resident Warden of the Chicago Commons Social Settlement.

- 1.—What is "Capital," and how is it to be distinguished from "Labor?"
- 2.—Why does Capital find it to its interest to combine?
- 3.—Why do wage-earners feel it necessary for them to combine?
- 4.—What instances are there in English history indicating that Labor was organized in the Middle Ages?
- 5.—Is there any example in the Old Testament of laborers uniting for industrial emancipation?
- 6.—What is the Factory System, and when was it introduced?
- 7.—What effect did the introduction of Machinery and the Factory System have upon Labor and upon Capital?
- 8.—For what purpose do Labor Unions exist?
- 9.—Has Labor the same right to organize as Capital? Why?
- 10.—What are the causes of industrial strife?
- 11.—What have been the benefits, what the ill-effects of strikes and lock-outs?
- 12.—How may conciliation and arbitration take the place of lock-outs and strikes in settling differences between employers and employes?
- 13.—To what extent is democracy in industry and social life practicable or desirable?

SECTION FOURTEEN.

I. WAR OF 1812.

Prepared by Everett T. Tomlinson, author of "War of 1812 Series."

- 1.—What international questions between the United States and Great Britain were left unsettled at the close of the Revolution?
- 2.—Why is the war of 1812 called "The Second War for Independence?"
- 3.—What was the direct cause of the war, and what were the indirect causes?
- 4.—Where did the war break out?
- 5.—Where were most of the famous battles fought? Mention some.
- 6.—Why, and to what extent, were the Spaniards drawn into it?
- 7.—Mention three Indians who became famous as leaders or orators during the war.
- 8.—How was it the United States could make such a stand against the English navy? What were the more famous of the naval engagements on the ocean and the lakes? What familiar expressions have come down to us as used by the naval commanders? To what extent did privateering prevail and with what results to each nation?
- 9.—What part did Harrison, Jackson, Brown, Pike, Scott, Hull and Chauncey take?
- 10.—Who wished to mediate between the United States and England?
- 11.—What sections of the United States opposed the war, and why? What sections favored it, and why?
- 12.—What was the trouble with the war department during the war?
- 13.—What famous battle was fought after peace was declared?
- 14.—When was the treaty of peace signed? Who signed it?
- 15.—What did the United States gain and lose by the war? Mention some points under each division.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Yours truly, Everett T. Tomlinson

II. TEMPERANCE.

Prepared by Dr. Wm. Hargraves, author of "Alcohol and Science," "Alcohol and Man,"

etc.

- 1.—(a) What is your idea of the cause of the origin of the Modern Temperance, or Total Abstinence Movement? (b) Can you tell where, when and by whom it was originated? (c) And where, when and by whom was the word "Teetotal" first used?
- 1.—Compare the popularity of strong drink as a beverage today with its popularity a half century ago.
- 3.—What is the ingredient of intoxicating drinks, that Science teaches to be the intoxicating principal, against which Temperance Reformers make war?
- 4.—From what, and how is Alcohol produced?
- 5.—What does Science teach of Alcohol as a Poison?
- 6.—(a) What are generally the effects of Alcohol on the Stomach? (b) Liver? (c) Kidneys?
- (d) And Digestion chiefly?
- 7.—What are its effects on the Brain, Nervous System and Mind?
- 8.—What are its effects on the Heart, the Blood and Circulation?
- 9.—What are its effects in relation to Heat and Cold?
- 10.—Do Alcoholic drinks enable persons to endure Mental and Physical exertion better than without them?
- 11.—Do Alcoholic drinks contain any ingredient essential to health and life?
- 12.—Do Alcoholic drinks sustain vitality and prevent disease, or the contrary?
- 13.—What are the general results of the use of Alcoholic drinks in relation to domestic peace and happiness?
- 14.—What are the general results of the use of Alcoholic drinks in relation to Individual and National Prosperity?
- 15.—What are the relation of the use of Alcoholic drinks to Crime, Pauperism and the general Moral and Religious condition of Society?
- 16.—What do you believe as to the future of the Temperance Cause?
- 17.—(a) By what instrumentalities do you think the best progress is being made. (b) Name them in order of importance.
- 18.—State whether you consider a person "throwing away his vote" in casting it for a minor candidate, who he believes represents the true principles.

Your Outline Study Question System, I think will become a great popular educator. I have high hopes for the success of your enterprise.

Very truly, *Wm Hargraves M.D.*

SECTION FIFTEEN.

CIVIL WAR.

Prepared by Major S. H. M. Byers, author of "The March to the Sea," Iowa in War Times," "Battle of Missionary Ridge," Century War Book," etc.

- 1.—Can you tell just what caused the great Civil War of America?
- 2.—Had Slavery not existed in the country, is it likely the War would have taken place?
- 3.—Can you tell how it happened that Slavery existed in a free Republic?
- 4.—Were the Slaves armed on either side during the War?
- 5.—How many slaves did Lincoln's "Emancipation Proclamation" free?
- 6.—How many lives were there lost during the Civil War on either side, or on both sides together?
- 7.—Can you name three great turning points during the War?
- 8.—What can you tell about Sherman's March to the Sea?
- 9.—Name three of the greatest battles of the War.
- 10.—How many men were there engaged in the War North and South?
- 11.—Name five Northern Generals most illustrious for their deeds.
- 12.—Name five of the most famous Southern Generals.
- 13.—What can you say of the lives and characters of Grant and Lee?
- 14.—Compare the motives that actuated them in the Civil War to those which actuated Caesar, Napoleon and other great generals of former days.
- 15.—Name some of the great Navy engagements of the War.
- 16.—Who were the greatest naval commanders?
- 17.—Name some of the Statesmen and Public Officers, who in civil life achieved the greatest fame during the War.
- 18.—Did Lincoln himself ever have any military experience?
- 19.—What great battles were fought on the same day?
- 20.—(a) Were Iron Clads ever heard of before their use in the Civil War? (b) Were Earth-breastworks ever used before?
- 21.—Who were some of the great American prose writers, poets, orators and journalists during the war period?
- 22.—Do you think that the "sectional spirit" caused by the war is fast dying away, and that tomorrow the sun will rise upon a united country that can never know North nor South, East nor West?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

S. H. M. Byers

I wish you every success in your enterprise.

Olinus O. Howard

II. THE EPWORTH LEAGUE.

Questions for above ready Jan. 1, 1898.

11. MUNICIPAL STUDIES.

Prepared by Hon. John MacVicar, Mayor of Des Moines, President League of American Municipalities.

Books essential to answers to these Questions, not in Sections placed before Jan. 1, 1898.

- 1.—(a) Of the three tax levying bodies of our government;—Municipal, State and National, which most directly affects the people? (b) What portion of general and special taxes are levied and controlled by your municipality?
- 2.—(a) How, practically, can spasmodic municipal reform be made permanent? (b) How does the spoils system affect municipal government? (c) How would a thorough Civil Service System affect municipal government?
- 3.—(a) What do you consider the best method of controlling the liquor traffic? (b) The Social Evil? (c) Caring for the non-supporting classes?
- 4.—(a) Which should be the first consideration of a municipality in the conduct of its public franchises?
- 5.—How does the excessive capitalization of private corporation affect rates charged consumers?
- 6.—What amount of stock and bonds in excess of their reasonable value is issued on your local plant of private water, electric lighting, or street railway corporation, upon which capitalization the rates charged for service, are expected to pay interest and dividend?
- 7.—Is the assertion that municipalities pay higher prices for labor than is paid by private corporations, an argument for or against municipal ownership?
- 8.—(a) In what manner does municipal ownership increase the liability to political corruption? (b) In what manner is the private ownership of municipal franchises conducive of political corruption?
- 9.—With a civil service policy, would municipal ownership increase or diminish liability to political corruption?
- 10.—(a) Name some municipalities where municipal ownership is a failure, and specify the disadvantages. (b) Name some municipalities where municipal ownership is a success, and name the advantages.

Yours Truly John MacVicar

SECTION SIXTEEN.

I. OUR COUNTRY (First Series—"Historical.")

"Questions, the Answer to which are essential to an adequate knowledge of the History of the United States," prepared by John Clark Ridpath, LL. D., Editor "Arena" Magazine; Author History of the United States," etc.

- 1.—By whose agency, and under what general conditions was the New World made known to the European Nations?
- 2.—What were the general character and manner of life of the aborigines of our continent?
- 3.—Give an outline of the persons by whom, and the circumstances under which the first three permanent colonies of whites were established on our continent.
- 4.—Give an outline, in the comparative manner, of the social, religious and political characters of the New England Colonists, the first settlers of New York, and those of Virginia.
- 5.—(a) What were the leading causes of the French and Indian war? (b) Give three critical events of that war; and (c) Outline the treaty of 1763.
- 6.—(a) What were the causative conditions and events which lead to the American Revolution? (b) What was the bottom issue of the contention? (c) Mention five principal crises in the Revolutionary War, and (d) Outline the treaty of 1783.
- 7.—(a) What were the essential elements in the political controversy which was compromised in the American Constitution? (b) Describe the influence of Washington in giving character to the new government.
- 8.—What were the principal events of Jefferson's Administration?
- 9.—(a) What were the causes of the War of 1812? (b) What was the connection of that contest with European conditions? (c) What were the three greatest battles of the War? (d) Give a critical estimate of the Treaty of Ghent.
- 10.—(a) Sketch the civil and social progress of our country from the accession of Monroe to the administration of Polk. (b) Name the administrations intervening.
- 11.—What was the essential question at issue between the United States and Mexico in the War of 1846-48?
- 12.—(a) Enumerate the leading causes of the Civil War in the United States. (b) Give the general course of events in that conflict, with an account of its conclusion; also the terms conceded by the victor to the vanquished. (c) Give a critical estimate of the life and work of Abraham Lincoln.
- 13.—(a) Name three of the leading events of the administration of General Grant. (b) Describe the political crisis, with which that administration closed.
- 14.—Give a sketch of the political transformations which have occurred in the United States, since the election of Garfield.
- 15.—(a) Give a summary of the progress of the United States as a nation in population, geographical area, development of States, invention, productive enterprises, and commerce, since the treaty of 1783. (b) Also sketch of the creation of the National Debt, of the National Banking System, of the Currency of the United States and of the controversy about the free coinage of silver.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Very sincerely,

John Clark Ridpath.
B.

Your idea as embodied in the Library—University plan, is certainly ingenious and novel. You are doing an excellent work in both department

H. M. Richardson
Editorial Assistant, Arena Magazine.

I. OUR COUNTRY (Second Series—"Patriotic.")

Prepared by Edward Everett Hale, author of "Man Without a Country," etc.

- 1.—In what does the United States of America differ politically from any other nation or country?
- 2.—How does the history of the country account for such a difference?
- 3.—State briefly how the early colonies differed from one another. For instance, what is the difference between New England, the Middle States, the Southern States, the states of the valley of the Mississippi and the states on the Pacific, if you look back to the circumstances of their first settlement?

4.—Can you name any individual who gave the peculiar character of New England, or of the group called the Middle States, or the Southern States, or the States of the Mississippi Valley, or the States of the Pacific shore?

5.—Naming one for each section of the country, name the five or ten persons, men or women, whom you would call the most distinguished Americans.

6.—State in a few words the important actions or qualities which have interested you in your favorite among these heroes and heroines.

7.—Name the special causes which led to the settlement of the state in which you live.

8.—In the elegant hall in the United States Capitol each state is permitted to set up two statutes of its citizens. To which citizen of your own State would you give that honor?

9.—How would you explain to a child in a few words the causes of American Revolution?

10.—What are the five most important events in that Revolution?

11.—Who are the three most important Americans in its history?

12.—Who are the three most important Europeans, Englishmen, Frenchmen, Germans, or from any other nation in the Revolution?

13.—What were the causes of our short war with England in 1812-13-14?

13.—What were its results?

15.—What does Our Country need most for its future prosperity and success?

"Excuse delay, was unwilling to forward a list of questions of such importance on the spur of the moment".

Very truly,

Edward E. Hale.

SECTION SEVENTEEN.

I. THE NEW DAY.

Studies in Co-operation;—Fabian and Theoretical Socialism, The Referendum, Initiative, and Similar Problems.

Books essential to Answers, not in Sections placed before January, 1898.

Prepared by Walter Thomas Mills, Originator of The "People's University" Co-operative Settlement of Chicago—Author "The Science of Politics," "The Product Sharing Village," etc.

1.—If all workingmen should receive in wages the total value of the average product of their labor, would the market ever break, or if it should would suffering follow?

2.—Why should a workingman's wages under the present system of production be less than the value of the product of his labor?

3.—What would be the effect on wages of making all capital public capital—like the public roads and the public school buildings?

4.—Ought the wealth which an unemployed man might produce, but cannot for the lack of opportunity, to be counted as wealth lost to the community as surely as is loss by fire or flood, why?

5.—How long would it take the loss from this source, if saved, to make a sum sufficient to properly equip for production the labor of the unemployed? Which would cost society the most, to continue to lose the wealth which the unemployed might create, or to provide the public capital for their employment?

6.—What would be the effect on the question of good citizenship, if public employment were guaranteed by the state at wages equal to the average products of all for her citizens? What the effect on the question of strikes and lockouts? What would become of the "worry that kills?"

7.—Why should public capital own the wagon roads, and private capital own the railroads?

8.—Why should one man pay another for the use of anything which nature gives on equal terms to us all? Did the Creator give the earth to all of us, or only to a portion of us?

9.—Ought values which are created by all of the people to belong to all of the people, or only to a portion of the people, as the use of the public credit, the great land values in crowded centers, and a long public improvements and highways built by public authority and at public expense?

10.—On what ground is it right for governments to sell in advance the earnings of generations unborn, as is done in the case of public debts?

11.—Are all men created to live social and intellectual lives, or only the few? Who shall pick out the few? Can any one work ten hours a day and live a social and intellectual life?

12.—When private employers shut down their shops and cannot employ their workers, which were wiser, to open public shops, or furnish public charity, or let the workers starve?

13.—On what ground can you justify a proposal to employ labor by giving a public bonus to the employer of labor (as a tariff or bounty) and hold the public shop wrong which proposes to employ labor direct? Give as many reasons as you can think of.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Walter Thomas Mills

II. WORLD'S FAIR.

Prepared by Joseph Cummins of the Chicago Bar, Attorney for the World's Fair Commissioners.

- 1.—What event did the World's Columbian Exposition commemorate?
- 2.—What was the object and use of the building of your State?
- 3.—(a) What gift did Spain make to the United States in commemoration of the anniversary? (b) Where is that gift now?
- 4.—Give a brief historical sketch of Spain's colonizations in the United States, concluding with a statement of what now stands as the result of those colonizations.
- 5.—(a) How does the World's Columbian Exposition compare in magnitude with previous Expositions? (b) How about the Paris exposition of 1900?
- 6.—(a) What was the largest building on the Exposition ground? (b) What was it's size? (c) How did it compare in size with other great structures of the world?
- 7.—What do you understand by the expression "Liberal Arts?"
- 8.—(a) What do you consider the most beautiful specimen of architecture on the Exposition grounds? (b) What building is to permanently remain?
- 9.—Name the great Congresses which were held at Chicago in connection with the Exposition?
- 10.—(a) What was the chief object of the World's Congress of Religions. (b) To what extent was that object accomplished?
- 11.—What are the objects of such an undertaking as the World's Columbian Exposition? (b) Name some other great Expositions that have been held.
- 12.—If you were a visitor at the World's Fair, what was the deepest and most lasting impression received?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.



SECTION EIGHTEEN.

I. POLITICAL—(First Series, "Science of Government.")

Prepared by Dr. Frank L. McVey, Ass't Professor of Economics in the University of Minnesota.

- 1.—Distinguish between a state and a government?
- 2.—What are the theories of the origin of the state?
- 3.—Trace the early histories of the government as seen in the family and tribes.
- 4.—In what way have the early German institutions influenced English forms of government?
- 5.—What are the functions of a government?
- 6.—What are the ends and duties of a state?
- 7.—(a) What are the forms of government? (b) Describe each form.
- 8.—Are political parties necessary to government in the United States?
- 9.—What has been the evolution of the country in the north and south?
- 10.—In what respects are the United States like England in government?

N. B. In instances of two sets of Questions, either or both may be answered.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.



I. POLITICAL—(Second Series, "Good Citizenship.")

Prepared by G. Burr Smith, of the Chicago Bar; member Advisory Board Chicago Municipal Voters League, and Supt. University Political Science League.

- 1.—What are the influences which tend to corrupt party machinery?
- 2.—Is it possible to have good government and corrupt parties?
- 3.—What is a good citizen's duty? and how may his influence be most felt in securing better government?
- 4.—Should the Temperance element of the country form a third party or rather exert its influence by forming leagues within each of the two great parties? Give reasons based upon the books you have read upon this subject.
- 5.—What led Charles Sumner to enter Politics?
- 6.—Give arguments for and against the proposition "To the victor belong the spoils?"
- 7.—What are the motives which lead individuals to contribute to campaign funds?
- 8.—What motives influence corporations to do likewise?
- 9.—If Civil Service laws were strictly enforced would it be necessary to raise campaign funds by trading with corporations?
- 10.—Are campaign funds necessary, and how shall they be raised without incurring obligation for patronage?

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.



SECTION NINETEEN.

I. LIFE OF CHRIST. (First Series.)

Prepared by Herbert L. Willett, Dean of the Disciples' Divinity House, University of Chicago.

- 1.—How long a period did the ministry of Jesus cover?
- 2.—Give the names of ten places visited by Jesus in his journeys.
- 3.—Give the names of ten parables uttered by Jesus.
- 4.—At what age was Jesus' first visit to the temple?
- 5.—Where was Jesus baptized, and by whom?
- 6.—What were the three temptations in the wilderness?
- 7.—What were the names of Jesus' disciples?
- 8.—What were five leading miracles recorded as performed by Jesus?
- 9.—Who were the Pharisees and what were their beliefs?
- 10.—Describe as fully as possible the Saducees.
- 11.—Who were the Herodians?
- 12.—What was the business of the Scribes?
- 13.—What occurred on the Sunday preceding the Crucifixion?
- 15.—What persons were connected with the betrayal, trial and crucifixion of Jesus?

N. B. In instances of two sets of Questions, either or both may be answered.

THE ABOVE SUBMITTED TO THE
U. T. L. PATRONS BY THE AUTHOR.

Very truly yours,

Herbert L. Willett

I. LIFE OF CHRIST. (Second Series.)

Prepared by Florence Morse Kingsley, author "Titus," "Paul" and "Stephen."

- 1.—(a) Describe the location of Palestine, and (b) Name its three chief divisions; (c) Its principal river and lakes?
- 2.—Give some account of the political condition of Palestine at the time of Christ's birth.
- 3.—Describe some incidents attending the birth of Christ.
- 4.—What do you know of his boyhood?
- 5.—How and where did he pass his life up to the age of thirty years?
- 6.—Describe the connection of John the Baptist with the beginning of Christ's public ministry?
- 7.—What was the attitude of Christ toward the chief Priests and Pharisees?
- 8.—What was his attitude toward the great multitude of people?
- 9.—Name some of the Apostles and tell why he desired to have them with him.
- 10.—Give some account of the teachings of Jesus as found in the Sermon on the Mount and in his Parables.
- 11.—(a) What do you understand by a miracle? (b) Describe some miracles that Jesus wrought.
- 12.—What led to the Crucifixion of Jesus?
- 13.—Give the memorable incidents of the night of the betrayal.
- 14.—Describe the Crucifixion and the burial of Jesus.
- 15.—Tell of his Resurrection and Ascension.

Your "Outline Study Questions" strike me as a capital way of sifting and formulating knowledge. They cannot fail to be of great benefit to your patrons

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- 2.—What can you say of Telepathy, or thought transference?
- 3.—Will these forces in any form ever become voluntary, that is will Telepathy ever supersede the present system of thought transference by wire?
- 5.—To what force is Clairvoyance allied?
- 5.—What can you say of Hypnotism or Mesmerism? How different from Catalepsy?
- 6.—Are all equally subject to its influence?
- 7.—Does Ventriloquism belong to the Occult sciences?
- 8.—What can you say of personal magnetism, the psychic force exhibited in "chair lifting," "planchette writing," etc.?
- 9.—Under what conditions will the psychic force manifest itself?
- 10.—Is psychic force capable of being controlled by intelligence?
- 11.—May the psychic force be augmented by the addition of one or more persons? And if so, where is its limit?
- 12.—Stampedes of herds of animals and of armies of men,—to what extent may this mysterious psychic force be responsible?
- 13.—What is the psychic explanation of the "popular craze," like the "Tulip Mania," the "South Sea Bubble," the "Mississippi Scheme," or the "Blue Window Glass," or possibly some of our recent financial panics?
- 14.—Why can a person perform more difficult feats when in an abnormal mental state, than in the normal?
- 15.—Can the exhibitions of almost supernatural intelligence in the abnormal mental state be explained upon any theory of natural law?
- 16.—Is there any Occult Science founded on facts and truth?
- 17.—What justifies our faith in Occult Science?

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- 1.—What to you, seem to be the three chief perils confronting the United States?
- 2.—What principles need to be emphasized in our national education in order to combat these perils?
- 3.—What dangers are attendant upon our almost unrestricted immigration?
- 4.—What missionary worker opened up a large part of the far Northwest to emigration? Tell something of his trip across the continent in 1839.
- 5.—Give a concise account of the chief evils in our large cities.
- 6.—Is our progress in morals and intelligence at all comparable to the growth of population? Cite facts—not isolated cases—to uphold our answers, if possible.
- 7.—Has our national life been, on the whole, in accord with the principles of the early settlers of the United States?
- 8.—To what man is the opening up of Alaska mainly to be credited?
- 9.—Tell something of the superstitions of the natives.
- 10.—What attitude would you assume toward the conduct of the United States Government toward the Indians?
- 11.—Are there many "blanket Indians" now in the United States?
- 12.—What is the general condition of the Indians as regards education?
- 13.—Explain the Reservation System. The Allotment System.
- 14.—Tell something concerning the advancement made by the negroes during the past thirty years.
- 15.—What, to you, seems the most feasible solution of the negro problem?

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EGYPT.

Prepared by John H. Shaw, Special Student Ancient History, Ohio Field Manager “U. T. L.” System.

- 1.—Give the time, the territory and the form of Government maintained by Cleopatra.
- 2.—(a) With what national events was she most closely connected? (b) For what was her rule noted?
- 3.—By what foreign powers has Egypt been governed since then?
- 4.—How did the British get control, and for what purpose?
- 5.—Describe the home life, the government, and the country as revealed in writings of some one Author.
- 6.—Compare writings of Ebers and Haggard as, (a) To knowledge of Country revealed, (b) To style of writing.
- 7.—What can you say of the Pyramids?
- 8.—In what war did General Gordon lose his life, and why was he called “Chinese Gordon?”
- 9.—What event in the History of Egypt impresses you most forcibly?

CHINA AND JAPAN.

Prepared by John H. Shaw, Special Student Ancient History, Ohio Field Manager “U. T. L.” System.

- 1.—(a) From what race did the Chinese and Japanese spring (b) Are they still of the same? (c) Why so classed?
- 2.—What is the form of Government in each country?
- 3.—Why have they kept their national characteristics, while other nations are constantly changing?
- 4.—What is their national religion? Give some of their chief tenets.
- 5.—What caused the overthrow of the Christian Missionaries in the 17th Century?
- 6.—What was the cause of the late war between these two nations?
- 7.—Describe the home life of a Chinese citizen.

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Suggested by the W. C. T. U. Catechism, under the direction of Frances E. Willard, LL. D., President of the World's W. C. T. U.

- 1.—What is the chief object of the Woman's Christian Temperance Union?
- 2.—The Woman's Christian Temperance Union is a direct descendant of the Great Woman's Crusade of 1873-4. What can you say of the origin and work of that crusade?
- 3.—Why was not this carried on to the final overthrow of the saloon?
- 4.—What is the National Motto of the W. C. T. U.?
- 5.—What is the scope of the Society?
- 6.—What are some of the principal results that the organization has been instrumental in securing?
- 7.—What are some of the affiliated interest of the W. C. T. U.?
- 8.—Does the Temperance Hospital, Woman's Temperance Publishing Association, and the great Temple at Chicago belong to the incorporate W. C. T. U.?
- 9.—What is the World's W. C. T. U.; when and why was it organized?
- *10.—What can you say of the life and work of Lady Henry Somerset?
- 11.—What are the present most pressing needs of the W. C. T. U.?
- 12.—Do you believe that the Society is one of the great moulding influences of our Republic; if so, what are YOU doing to further its interests?

N. B. Most satisfactory answers to the above questions can be obtained by the perusal of the “ANNUAL LEAFLET” of the National W. C. T. U.* Copies supplied upon receipt of stamp. Address; The Temple, Chicago, Ill.

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